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ABSTRACT

A 5-week library skills course was offered at Plattsburgh State University College for incoming Educational Opportunity Program (EOP) students during the summer prior to their first semester at this 4-year college of arts and sciences. Designed and taught by library faculty, the course was based on classroom presentations of information, with emphasis on the fundamental concepts and skills considered necessary for successful library use; worksheets were used to reinforce the class instruction. An evaluative questionnaire administered to the students on completion of the course indicated that students judged the course to be, on the whole, a successful experience for them. Copies of the course outline, the worksheets, and the questionnaire are included. (RAA)

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LIBRARY SKILLS COURSE FOR EOP STUDENTS

Benjamin F. Feinberg Library
State University of New York
College at Plattsburgh
Plattsburgh, New York

1980

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Abstract

A five-week library skills course was taught to incoming Educational Opportunity Program (EOP) students during the summer prior to their first semester at a four-year college of arts and sciences. Library faculty designed and taught the course; primary means of instruction were class presentation of information, and worksheets designed to reinforce concepts and skills taught in class. The course focused on conveying to the students the fundamentals necessary to their making certain kinds of thoughtful distinctions judged to be requisite to successful interactions with the library. An evaluation questionnaire administered to the students on completion of the course indicated that students judged the course to be, on the whole, a successful experience for them. The course could be adapted for use with high school and community college students, as well as with other EOP programs. Copies of the Course Outline, the Worksheets, and the Evaluation Questionnaire, are included.

Introduction

For the past two years, Feinberg Library at Plattsburgh State University College in Plattsburgh, New York, has participated in the college's Educational Opportunity Program (EOP) for incoming educationally disadvantaged students. The college provides the EOP students with a six-week instructional program that focuses on preparatory college skills. The library teaches a five-week course in basic library skills as an integral part of this program.

The college's EOP summer students are drawn from college applicants who meet the program requirements and who indicate a willingness to spend time during the summer prior to their freshman year in preparing for their college experience. Thirty-seven students participated in the EOP instruction during the summer of 1980. The students take courses in study skills, mathematics, writing, reading, and communication, as well as library skills. The program is supported by counseling session, student tutors, and planned group activities.

Library Skills Course

The Library Skills component of the EOP summer instruction program is an opportunity for library faculty to work with small groups of students to introduce them to some basic concepts and skills expected of incoming freshmen. Library faculty teach a one-unit, full semester course in library skills as part of the college's General Education program; this course, Library Skills 101, is required of all incoming students. The EOP library course is designed to be preparatory for Library Skills 101 and not as a substitute for it.

Two library faculty members taught the EOP course during the summer of 1980. Each librarian met classes of 7 to 10 students in the library for weekly class sessions; the class sessions were 50 minutes in length. Each class session was devoted to developing sets of concepts and skills which were then reinforced by worksheet assignments.[1] Typically, a class would meet for part of the hour in the classroom for presentation of the material to be covered. Students then spent the other part of the class working in the library doing the worksheet assignments, with the instructor on hand to field questions or discuss problems. Students who did not complete the worksheets during the class session were expected to do so on their own time, but prior to a due date. Students turned in their worksheets by dropping them off in a box designed for them at the Reference Desk.

There were at least two, and usually, three or four variations of each worksheet assignment so that students did not all converge on the same resources at the same time as they were solving their information problems. Having variations also allowed the students to accomplish individually or in small groups, i.e., in situations where they would personally have to come to an understanding of the material. Worksheets were graded and returned to students at the next class session, when common problems were discussed by the instructor with the group.

Students in the course were evaluated by their instructors for their performance on assignments and their participation in class. The evaluation measures used were excellent, satisfactory, and unsatisfactory. Students were given evaluations of their work on the worksheets as the course progressed, and a final, summary evaluation, a copy of which went to the campus EOP Office. It should be noted that these evaluations are not part of any permanent student

[1] See "Course Description and Class Information," and "Course Outline" sheets, both of which were distributed to students at the first class session (APPENDIX, p.1-2).

record, but, rather, are considered desirable as indicators of achievement by the EOP Office, the students, and the instructors.

Objectives

The overall objective of the EOP Library Skills course was to familiarize the students with what a library is, how a library functions, and how a library and its resources can be used to answer particular information problems. More specifically, the course aimed (1) to orient the students to the kinds of conceptual distinctions they would need to make when using the library; and (2) to introduce them to productive ways of thinking about library tools, particularly the card catalogs and basic reference sources, and how to make use of them.

Particular objectives for each class session were as follows:

1st session: Students will become familiar with the various areas of the library (e.g., Reference Room, Government Documents area, Periodicals Room, etc.); will be able to relate various kinds of materials with the various areas; will have a grasp of the basic interrelationships between the areas of the library and the sources in each: and will understand the basics of the Library of Congress classification system as a way of organizing the library's book collection by general subject categories.

2nd session: Students will be able to distinguish between the Author/Title Card Catalog and the Subject Card Catalog, knowing when to use each; will have a basic competency in catalog use; and will know how to read a catalog card for basic bibliographic information.

3rd session: Students will be aware of some of the complexities involved in using the card catalogs (e.g., some filing rules; using the Library of Congress Subject Headings list to resolve problems of terminology, particularly the use of see references).

4th session: Students will be aware of some of the different types of Reference sources used to answer different types of information problems; will be able to distinguish between cases that involve the use of Reference tools to answer information problems, and questions best answered through the use of the card catalogs and location of whole books devoted to a topic; and will be familiar with at least one periodical indexing tool.

5th session: Students will be able to draw together some of the skills and concepts learned in the course to accomplish a brief search for library materials on a particular topic.

The objectives for each of the class sessions, as well as the worksheets for those sessions, reflect our concern with devising an instructional experience that would get the students to think about how they should approach library resources given specific information problems.[2]

We focused on presenting material in such a way that students would themselves attain certain concepts requisite to basic, successful library use. These concepts, for the most part, entailed learning to think about, to analyze, information problems; becoming familiar with how library tools, including the card catalogs, function; and, perhaps most importantly, prompting them to learn to draw certain kinds of distinctions that are necessary to productive interactions with the library.

We focused on presenting materials and information in ways that would facilitate students making their own thoughtful distinctions. We did this in the belief that these thinking processes were important conceptual structures necessary to library use. The course did not attempt to teach a great quantity of skills; nor did we introduce a great number of different

[2]For class session objectives, see APPENDIX, p.3-7; for Worksheet assignments, and answer sheets, see APPENDIX, p.8-41.

kinds of library materials. Our intention, rather, was to concentrate on conveying basic notions about productive approaches to, and productive ways of thinking about, library resources and their uses.

Our final session with the students was devoted to a Review Exercise. This was a 20-minute assignment, completed during the class session, that was designed to reinforce a number of the ideas and skills taught in the course, and to give the students the opportunity to do an actual, though limited, search to locate materials on a topic.

Course Evaluation

In the week following the conclusion of the library skills course, the students had the opportunity to evaluate it and their instructors.[3] The EOP Office administered the evaluation questionnaire. Due to an unfortunate series of missed communications, only half of the students (19) actually completed the evaluations. This discussion is therefore based on their reactions to the course. However, there is no reason to believe that the responses received are atypical of the group in general, nor that a complete return of questionnaires by all the students would alter the overall judgment of the course.

By and large, students were highly enthusiastic and positive about their library skills experience. For example, most of the students judged that the announced objectives of the course closely correlated with what was actually taught (Question 2); that the class sessions were useful preparation for doing the worksheets (Question 4); that the worksheets provided a good way of learning and practicing the material presented in class (Question 10). Our instructors were judged to be sensitive to students' problems and progress (Questions 5,6, and 7).

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[3] See APPENDIX, p.42-45, for evaluation form used, and numeric summary of responses. A number of the questions were taken or adapted from Educational Testing Service's Student Instructional Report (SIR), which is widely used as an evaluative instrument for college instruction. Other questions were generated locally and were designed to obtain student reaction to particular aspects of this course.

We had been somewhat concerned about the pace of the course, and the level at which we had pitched it. A majority (12 out of 19) found the pace just right; however, for a sizeable number (5), it was judged to be somewhat fast (Question 3). Again, most students (11 out of the 19) judged the level of difficulty of the course to be about right for their preparation and ability; yet some (3) indicated it was somewhat difficult, and a number (5) indicated it was either somewhat or very elementary. This variation in responses would support the contention that the EOP students as a group represent various levels of preparation (or perceive themselves to do so).

The evaluation form included a series of items that asked students to rate the success of the course for them in reaching its stated objectives (Questions 14-21). For most students, the course was either somewhat or very successful in relation to all of the objectives. There were a number of students who indicated that the course had been unsuccessful, or somewhat unsuccessful, for them in meeting these objectives, and we will look at these areas in particular as we revise the course for the coming summer.

Students were invited to add additional comments they might have. These were, in large measure, most positive. One interesting, and recurrent, comment concerned the level of confidence that students felt the course had given them as preparation for their coming first semester in college. As representative of this feeling, one student noted: "The class has helped me a lot in dealing with library materials. I strongly feel that being in this class will help me a lot in college."

Summary

From our experiences with this course, it is our assessment that in basic content and direction, it was successful as a means of preparing these students

for many of the kinds of library interactions they will encounter in college, including the required Library Skills 101 course. By the same token, we feel that the course, in its basic outline, would be useful for teaching fundamental approaches to library use to various kinds of groups of students in a variety of library environments: because the course was aimed at preparing students for college library use, we judge it would be suitable to use with high school and community college students, as well as with other EOP programs.

The primary benefit of the course, we felt, was that it enabled students to be thoughtful about how best to approach certain library tools and resources; it also reinforced their becoming aware of the fundamental ways that library systems are organized. Our anticipation, of course, is that the course will function to prepare these students to take the required library skills course, as well as prepare them to make productive, initial use of the library when they come to college in the Fall.

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COURSE DESCRIPTION AND CLASS INFORMATION

COURSE DESCRIPTION

This summer course is designed to familiarize you with the library and its organization. You will learn where different kinds of materials are located in the library, and how to find them. You will practice using the card catalogs, and practice analyzing information problems so you can find appropriate materials. This summer course will introduce you to certain concepts that you will need for taking the Library Skills 101 course, which is required as part of the General Education program.

ATTENDANCE POLICY

What you are being exposed to is a brief, compressed series of learning experiences about the library. Each session will build on materials and ideas presented and talked about in the previous session. Therefore, attendance at all class sessions is required.

WORKSHEETS

At each class session, you will be given a Worksheet. The Worksheets will give you practice in actually using the library. Each Worksheet will reinforce what you're learning in class, and will give you a chance to make sure you're understanding the material presented.

Doing the Worksheets and getting them in on time is your own responsibility. An assessment of your Worksheets will count in the final evaluation made of your work in this course.

Drop your completed Worksheets off in the box designated for them at the Reference Desk. The Worksheets must be turned in on time (for deadlines, see Course Outline sheet).

GRADING

Your work and participation in the course will be assessed by your instructor. A final evaluation of your work in the course will be based on (1) your performance on the weekly Worksheets, which will be reviewed each week by your instructor and returned to you; (2) your class attendance and participation; and (3) your performance on a final Review Exercise (to be given in Session 5).

CLASSROOM

Classes will meet in Room 301, third floor, Feinberg Library.

COURSE OUTLINE

Session One	July 1	Unit I: LOCATION OF LIBRARY MATERIALS Basic introduction and orientation to the library and to where various types of materials are located. Introduction to Library of Congress Classification system for subject arrangement of books. WORKSHEET UNIT I: due by 7:00PM, Thursday, July 3.
Session Two	July 8	Unit II: THE CARD CATALOG Introduction to the Author/Title Catalog and the Subject Catalog; learning to decide when to use which catalog. Reading and understanding the basic information on a catalog card. WORKSHEET UNIT II: due by 7:00PM, Thursday, July 10.
Session Three	July 15	UNIT III: USING THE CARD CATALOG: MORE DETAILS Introduction to some of the complexities of card catalog use; recognizing problems with terminology and with filing arrangements. WORKSHEET UNIT III: due by 7:00PM, Thursday, July 17.
Session Four	July 22	UNIT IV: REFERENCE SOURCES Different types of Reference sources; knowing when to use Reference sources. WORKSHEET UNIT IV: due by 7:00PM, Thursday, July 24.
Session Five	July 29	UNIT V: PUTTING IT TOGETHER Practice in putting together the skills and concepts learned in the course: an in-class Review Exercise.

UNIT I: LOCATION OF LIBRARY MATERIALS: OBJECTIVES

This first session will have two parts. Part I is an introduction to the course, discussion of the structure of the class sessions, course outline, assignments, etc. Pass out and discuss the Course Outline and the Course Description and Class Information sheets. Part II will focus on information about libraries in genera; and information about how this particular library is organized. The session will cover: (1) different types of materials that libraries house (e.g., government documents, periodicals, microforms, records, etc.) and what these materials are; (2) where these different materials are actually located in Feinberg Library; and (3) how these materials are arranged in their locations in Feinberg Library (e.g., books by call number; periodicals by title; government documents by other classification systems, etc.) Class presentation of general material is to be followed by a tour of the library, given by the instructor.

OBJECTIVES:

1. To orient the students to the course and its requirements.

2. To give the students basic familiarity with the different areas of the library and how they interrelate. Orientation tour will emphasize how each area functions and its relationships to other areas.

3. To familiarize students with the actual physical layout of Feinberg Library (including stack arrangement--which call numbers are on which floors); to introduce them to the distinctions between different types of materials (e.g., Reference books, circulating books, periodicals) and their locations.

4. To introduce students to LC classification as a system for organizing books by subject content in the library. (The purpose is not to get into details about how an LC call number is construction; rather, the emphasis should be on the use of a subject classification system to arrange books by their general subject content in the library.)

WORKSHEET:

The students will get a handout "Brief Guide to the Library of Congress Classification System" which will indicate in broad subject outline how the collection of books is organized. On the bottom of the handout is a guide to location of LC classes in Feinberg.

The Worksheet will reinforce what they have learned about the types of materials and their locations in this library. The first part of the Worksheet has students identify what general LC classifications are used for various subject areas and where books on these subjects are located (1st, 2d or 3d level). In the second part of the Worksheet, the students will identify where in the library they would go to find certain kinds of materials or services.

UNIT II: THE CARD CATALOG: OBJECTIVES

OBJECTIVES:

1. To introduce students to the two basic ways that the same materials can be listed in the card catalogs. Objective is to enable them to distinguish when they should consult the Author/Title Card Catalog, and when they should consult the Subject Card Catalog, when performing a search. Avoid introducing problems of filing and the complexity of subject headings in this Unit. The questions on the Worksheet are straightforward; they represent simple names and clear headings that involve no cross references.

2. To introduce the basic elements of a catalog card, e.g., author, title, publication date, call number.

WORKSHEET:

The Worksheet will give the students practice in (a) identifying basic bibliographic elements on a catalog card; and (b) relating this information to locating the book in the library.

UNIT III: THE CARD CATALOG: MORE DETAILS: OBJECTIVES

OBJECTIVES:

1. To introduce the students to some of the basics as to how each of the card catalogs is organized.

2. To acquaint the students with very fundamental filing rules (those for numbers and for abbreviations).

3. To teach the students, in very simple terms, how to determine correct subject headings to use.

An overriding objective is to get the students to understand why there are certain rules for filing, and why it is important to be aware of them. Also: to understand why there are "correct" subject headings for organizing access, and how a correct subject heading can be identified.

WORKSHEETS:

There are just two variations of the Worksheet for this Unit. The first part of the Worksheet has the students discover the rule for filing numbers and abbreviations in the Author/Title Card Catalog (one variation has them work with titles that begin with numbers; the other variation has them work with titles that begin with abbreviations). The second part of the Worksheet has the students determine correct subject headings either through the use of see references in the Subject Card Catalog, or in LCSH. Students also get some review of how to read a catalog card, and review in determining where a book is located in the library by its call number.

UNIT IV: REFERENCE SOURCES: OBJECTIVES

OBJECTIVES:

Note: There will be 3 worktables set up in the Reference Room for use with this Worksheet for this Unit; there are 3 variations of the Worksheet, each referring to sources which will be on the respective worktables.

1. To generally introduce the students to Reference sources in broad terms--e.g., what Reference tools do, why they are referred to as "reference" sources; how they are generally organized; etc.

2. To introduce, in general terms, the organizational features of such tools for quick access to specific information.

3. To familiarize the students with the types of information one can find in Reference tools.

WORKSHEETS:

The Worksheets will have the students gain some familiarity with using representative types of Reference tools (each group, at each worktable, will work with a subject encyclopedia, a subject dictionary, an almanac, and a periodical index). Students will be introduced to the notion that they can expect a broad variety of such tools available for their use. Students will get practice in distinguishing between when it is most appropriate to use Reference sources, and when it is best to use the card catalogs, to answer specific information problems.

UNIT V: REVIEW EXERCISE: OBJECTIVES

OBJECTIVES:

1. To give the students an opportunity to draw on some of the skills and concepts they have learned in the course.

2. To give them some practice in actually locating various types of library materials.

3. To convey, through doing a brief search, how to proceed when they want to find different types of library materials all relating to a single topic.

4. To give them some practice in thinking about where they might start in solving certain informational problems that might arise in a search.

WORKSHEET--Review Exercise:

The Worksheet is a Review Exercise will provides a chance for the students to review what they have already learned, and to physically locate materials relevant to a search on a single topic in the library.

The Reference sources which have the information as noted in Step II of each variation of the Review Exercise will be in the classroom, if students wish to examine them after they have done the exercise.

FEINBERG LIBRARY/PSUC EOP SUMMER COURSE 1980

NAME _____ SECTION _____

INSTRUCTOR _____

WORKSHEET UNIT I: LOCATION OF LIBRARY MATERIALS

This Worksheet will have you locate different types of materials in the Library. In each exercise, respond by filling in the information requested.

I. Locating Books

Use the handout "Brief Guide to Library of Congress Classification System" to answer questions 1-2.

EXAMPLE: You have an interest in basketball and would like to browse through the books in the stacks on sports.

a. What Library of Congress classification is assigned to this subject? GV

b. On what floor of the library are these books located? second

- -

1. You're thinking of being a business major and would like to see what books the library has in economics.

a. What Library of Congress Classification is assigned to this subject? _____

b. On what floor in the library are these books located? _____

2. You've just won a trip to Mexico and would like to read something about that country's history before going.

a. What Library of Congress Classification is assigned to this subject? _____

b. On what floor in the library are these books located? _____

II. Locating Other Types of Materials

For questions 3-4, indicate the area and the floor for locating the materials asked for.

EXAMPLE: You'd like to browse through the library's collection of phonorecords.

a. What area of the library would you go to? Reserve Room

b. On what floor of the library is this area located? first floor

- -

3. You'd like to find the series of reports the U.S. government recently published on the accident at Three Mile Island.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

4. Your professor has told you to read some material the library has on microfilm.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

1

FEINBERG LIBRARY/PSUC EOP SUMMER COURSE 1980

NAME _____ SECTION _____

INSTRUCTOR _____

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Use the handout "Brief Guide to Library of Congress Classification System" to answer questions 1-2.

EXAMPLE: You have an interest in basketball and would like to browse through the books in the stacks on sports.

a. What Library of Congress classification is assigned to this subject? GV

b. On what floor of the library are these books located? second

- -

1. You're planning to visit Montreal while you're here and have gotten interested in Canadian history.

a. What Library of Congress classification is assigned to this subject? _____

b. On what floor of the library are these books located? _____

2. You've always been interested in questions on human behavior and would like to browse through the library's books in psychology.

a. What Library of Congress classification is assigned to this subject? _____

b. On what floor of the library are these books located? _____

II. Locating Other Types of Materials

For questions 3-4, indicate the area and the floor for locating the materials asked for.

EXAMPLE: You'd like to browse through the library's collection of phonorecords.

a. What area of the library would you go to? Reserve Room

b. On what floor of the library is this area located? first floor

- -

3. You want to read a current issue of the New York Times.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

4. Your psychology instructor recommends you do a paper on a topic which is very unfamiliar to you. You'd like to get advice about researching the topic and how to find material on it.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

FEINBERG LIBRARY/PSUC EOP SUMMER COURSE 1980

NAME _____ SECTION _____

INSTRUCTOR _____

WORKSHEET UNIT I: LOCATION OF LIBRARY MATERIALS

This Worksheet will have you locate different types of materials in the Library. In each exercise, respond by filling in the information requested.

I. Locating Books

Use the handout "Brief Guide to Library of Congress Classification System" to answer questions 1-2.

EXAMPLE: You have an interest in basketball and would like to browse through the books in the stacks on sports.

a. What Library of Congress classification is assigned to this subject? GV

b. On what floor of the library are these books located? second

- -

1. You have an interest in jazz and would like to locate some books on jazz and on music in general.

a. What Library of Congress Classification is assigned to this subject? _____

b. On what floor in the library are these books located? _____

2. You'll be taking the Basic Math course this next year and you want to look over the books the library has in mathematics.

a. What Library of Congress Classification is assigned to this subject? _____

b. On what floor in the library are these books located? _____

II. Locating Other Types of Materials

For questions 3-4, indicate the area and the floor for locating the materials asked for.

EXAMPLE: You'd like to browse through the library's collection of phonorecords.

a. What area of the library would you go to? Reserve Room

b. On what floor of the library is this area located? first floor

- -

3. A friend has told you about an article on Maynard Ferguson in a recent issue of the magazine Down Beat.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

4. The language and special terms that are used in your economics textbook are hard to understand. You'd like to get some advice about special kinds of dictionaries that will help you.

a. What area of the library would you go to? _____

b. On what floor of the library is this area located? _____

BENJAMIN F. FEINBERG LIBRARY
STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

BRIEF GUIDE TO LIBRARY OF CONGRESS CLASSIFICATION SYSTEM

- **A** General Works
  - AE Encyclopedias
  - AY Almanacs
- **B** Philosophy-Psychology-Religion
  - BF Psychology
  - BL-BX Religion
- **C-F** History
  - DC France
  - E178 United States
  - F1001 Canada
  - F1203 Mexico
- **G** Geography-Anthropology-Recreation
  - GN Anthropology
  - GV Sports
- **H** Social Sciences
  - HB-HJ Economics
  - HM-HX Sociology
- **J** Political Science
  - JK United States
- **K** Law
- **L** Education
- **M** Music
- **N** Fine Arts
  - NA Architecture
  - ND Painting
- **P** Languages and Literature
  - PE English Language
  - PR English Literature
  - PS American Literature
- **Q** Science
  - QA Mathematics
  - QC Physics
  - QD Chemistry
- **R** Medicine
- **S** Agriculture
- **T** Technology
- **U** Military Science
- **V** Naval Science
- **Z** Bibliography and Library Science

Location of LC Classification areas in Feinberg Library:

A - F.....1st level stack area
G - P.....2nd floor
Q - Z.....3rd floor

WORKSHEET UNIT I: LOCATION OF LIBRARY MATERIALS: ANSWER SHEET

Variation 1

1. a. HB-HJ
   b. 2nd floor
2. a. F1203
   b. 1st level stack area
3. a. Government Documents
   b. 2nd floor
4. a. Microform area (or equivalent expression)
   b. 3rd floor

Variation 2

1. a. F1001
   b. 1st level stack area
2. a. BF
   b. 1st level stack area
3. a. Periodicals
   b. 3rd floor
4. a. Reference Desk
   b. 2nd floor

Variation 3

1. a. M
   b. 2nd floor
2. a. QA
   b. 3rd floor
3. a. Periodicals
   b. 3rd floor
4. a. Reference Desk
   b. 2nd floor

FEINBERG LIBRARY/PSUC EOP SUMMER COURSE 1980

NAME _____

INSTRUCTOR _____ SECTION _____

WORKSHEET UNIT II: THE CARD CATALOG

The card catalog in Feinberg Library is divided into two parts: the Author/Title Catalog, and the Subject Catalog. The Author/Title Catalog lists books that the library owns by the author's name and also by the title of the book. The Subject Catalog lists these same books, except that it organizes them by the subjects they deal with.

DIRECTIONS: Answer the questions below by choosing to work either in the Author/Title or the Subject Catalog. Refer to the library handout "Brief Guide to Library of Congress Classification System" for information as to the location of books in the library by their call numbers.

A. Does the library have any books about Woody Allen?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____
2. Now, check the catalog and answer whether the library does or does not have books about Woody Allen:
   a. Library does have books about him _____
   b. Library does not have books about him _____

B. To get a job you often have to write a "resumé" (a description of your education and experience). How many books does the library have on resumés and resumé writing?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____
2. Now, consult the catalog and check the best response:
   a. the Library has 1 book _____
   b. the Library has 2 books _____
   c. the Library has 5 books _____

C. Suppose you are interested in child abuse.

1. Could you look under "Child Abuse" in both catalogs and find material?
   a. yes _____
   b. no _____
2. Which catalog should you look in to find the most material on the subject and why?

_____

_____

_____

D. Find a book about the environment written by Nelson Rockefeller.

1. The best place to look for this book is:

   a. Author/Title Catalog _____
   b. Subject Catalog _____

2. What is the book's title?

   _____

   _____

3. In what year was it published? _____

4. What is its call number? _____

5. On what level in the library can it be found?
   (1st, 2nd, or 3d level) _____

E. For your sociology course, you need to find a book called Television and Children.

1. Which catalog should you check to find it?

   a. Author/Title _____
   b. Subject _____

2. Who wrote the book?

   _____

3. What is its call number? _____

4. On what level of the library can it be found?
   (1st, 2nd, 3d level) _____

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WORKSHEET UNIT II: THE CARD CATALOG

The card catalog in Feinberg Library is divided into two parts: the Author/Title Catalog, and the Subject Catalog. The Author/Title Catalog lists books that the library owns by the author's name and also by the title of the book. The Subject Catalog lists these same books, except that it organizes them by the subjects they deal with.

DIRECTIONS: Answer the questions below by choosing to work either in the Author/Title or the Subject Catalog. Refer to the library handout, "Brief Guide to Library of Congress Classification System," for information as to the location of books in the library by their call numbers.

A. Does the library have any books about Duke Ellington?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____

2. Now, check the catalog and answer whether the library does or does not have books about Duke Ellington:
   a. Library does not have books about him _____
   b. Library does have books about him _____

B. In college, you will be writing reports, or term papers. Does the library have many books on report writing?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____

2. Now, consult the catalog and check the best response:
   a. The library has 1 book _____
   b. The library has 3 books _____
   c. The library has more than 5 books _____

C. Suppose you are interested in science fiction.

1. Could you look under "science fiction" in both catalogs and find materials?

   a. yes _____
   b. no _____

2. Which catalog should you look in to find the most material on the subject, and why?

_____

_____

_____

_____

D. Find a book about coaching football written by Vince Lombardi.

1. The best place to look for this book is:
   a. Author/Title Catalog _____
   b. Subject Catalog _____

2. What is the book's title?

   _____

3. In what year was it published? _____

4. What is its call number? _____

5. On what level in the library can it be found?
   (1st, 2nd, or 3d level) _____

E. For your sociology course, you need to find a book whose title is <u>The Single Parent Family</u>.

1. Which catalog should you check to find it?
   a. Author/Title Catalog _____
   b. Subject Catalog _____

2. When was this book published? _____

3. What is its call number? _____

4. On what level in the library can it be found?
   (1st, 2nd, 3d level) _____

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WORKSHEET UNIT II: THE CARD CATALOG

The card catalog in Feinberg Library is divided into two parts: the Author/Title Catalog, and the Subject Catalog. The Author/Title Catalog lists books that the library owns by the author's name and also by the title of the book. The Subject Catalog lists these same books, except that it organizes them by the subjects they deal with.

DIRECTIONS: Answer the questions below by choosing to work either in the Author/Title or the Subject Catalog. Refer to the library handout "Brief Guide to Library of Congress Classification System" for information as to the location of books in the library by their call numbers.

A. Does the library have any books about Bob Dylan?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____

2. Now, check the catalog and answer whether the library does or does not have books about Bob Dylan:
   a. Library does have books about him _____
   b. Library does not have books about him _____

B. Research has shown that one of the most important steps in successfully landing a job is a good employment interview. Does the library have any books on employment interviewing?

1. Which catalog should you consult?
   a. Author/Title _____
   b. Subject _____

2. Now, consult the catalog and check the best response:
   a. The library has 1 book _____
   b. The library has 3 books _____
   c. The library has more than 5 books ____

C. Suppose you are interested in dropouts.

1. Could you look under "dropouts" in both catalogs and find materials?

   a. yes ____
   b. no ____

2. Which catalog should you look in to find the most material on the subject, and why?

_____

_____

_____

_____

D. Find a book about his years in the White House written by John Wesley Dean.

1. The best place to look for this book is:
   a. Author/Title Catalog _____
   b. Subject Catalog _____

2. What is the book's title?

   _____

3. In what year was it published? _____

4. What is its call number? _____

5. On what level in the library can it be found?
   (1st, 3nd, or 3rd level) _____

E. For your sociology course, you need to find a book whose title is Social Interaction.

1. Which catalog should you check to find it?
   a. Author Title _____
   b. Subject _____

2. Who wrote the book? _____

3. What is its call number? _____

4. On what level in the library can it be found?
   (1st, 2nd, or 3rd level) _____

3

WORKSHEET UNIT II: THE CARD CATALOG - ANSWER SHEET

Variation 1

A. 1. b
   2. b
B. 1. b
   2. c
C. 1. a
   2. You should look in the Subject Catalog because it will list all books on child abuse and not just those with titles which begin with the words "child abuse."

D. 1. a
   2. Our environment can be saved
   3. 1970
   4. HC110.E5.R63
   5. 2nd
E. 1. a
   2. Howe, Michael J. A.
   3. HQ799.2.T4.H68.1977
   4. 2nd

Variation 2

A. 1. b
   2. b
B. 1. b
   2. c
C. 1. a
   2. You should look in the Subject Catalog because it will list all books on science fiction and not just those with titles which begin with the words "science fiction."
D. 1. a
   2. Vince Lombardi on football
   3. 1973
   4. GV951.L74
   5. 2nd
E. 1. a
   2. 1976
   3. HQ535.C4.1976
   4. 2nd

Variation 3

A. 1. b
   2. a
B. 1. b
   2. c
C. 1. a
   2. You should look in the Subject Catalog because it will list all books on dropouts and not just those with titles which begin with the words "dropouts."
D. 1. a
   2. Blind ambition: the White House years
   3. 1976
   4. E860.D38
   5. 1st
E. 1. a
   2. Michael Argyle
   3. HM291.A695.1969
   4. 2nd

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UNIT III: USING THE CARD CATALOG: MORE DETAILS

The Card Catalog is a tool for finding books in the library. You use a tool better when you know some things about it. The exercises below will give you an idea of how this tool works, and practice in using it.

A. Author/Title Catalog: This catalog is organized according to certain rules that determine how things are listed in it -- what comes first, what comes last, how to file abbreviations, numbers, etc.

Figure out one basic rule for filing numbers by working on the following questions:

1. Who is the author of the book 60 Hours That Transform Your Life?

   Author: _____

2. What was the year of publication of the book: The 1950's: America's Placid Decade?

   Year of publication: _____

3. What is the call number and location of the book: The 3-1 and 6-1 Symbols?

   a. Call number: _____

   b. Location (library level 1st, 2nd, or 3rd): _____

4. Drawing on your experience in working with the Author/Title Catalog to locate these 3 titles, what have you learned about the filing rule that explains how the library deals with numbers?

   _____

   _____

   _____

B. The Subject Catalog: This catalog is organized by subject headings. Books on a certain subject will be found under the heading, for that subject. When you look for books on a topic, you must choose a subject heading that fits the topic, and one that is used in the catalog as well. Often you will choose a heading that is not used in the catalog, and your problem will be to find out how the subject is listed. You should try to think of other ways your topic could be listed and check the catalog under them. Sometimes the catalog will help you find the right heading by supplying a SEE card that tells you what you should look under. On the counter near the Subject Catalog you will also find the Library of Congress Subject Headings volumes. This is a dictionary of all the terms used in the Subject Catalog. It will also help you by giving you additional SEE references.

Practice choosing correct subject headings by answering the questions below:

1. What subject heading should you look under to find books about the movies?

   Subject heading: _____

2. What must you look under to find books on the Middle East?

   Subject heading: _____

3. Under what heading will you find books dealing with drinking and young people?

   Subject heading: _____

4. What should you look under to find books about buying a house?

   a. Subject heading: _____

   Now look through the catalog cards for books on this subject and select the one published most recently; use the catalog card to provide the information below:

   b. Author: _____

   c. Title: _____

   d. Year published: _____

   e. Call number: _____

   f. Location (library level, 1st, 2nd, 3rd): _____

1

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UNIT III: USING THE CARD CATALOG: MORE DETAILS

The Card Catalog is a tool for finding books in the library. You use a tool better when you know some things about it. The exercises below will give you an idea of how this tool works, and practice in using it.

A. Author/Title Catalog: This catalog is organized according to certain rules that determine how things are listed in it - what comes first, what comes last, how to file abbreviations, numbers, etc.

Figure out one basic rule for filing abbreviations by working on the following questions:

1. Who is the author of the book Dr. Atkins Superenergy Diet?

   Author: _____

2. When was the book Mr. Sammler's Planet published?

   Year of publication: _____

3. What is the call number and location of the book titled Mt. Fuji?

   a. Call number: _____

   b. Location: (library level 1st, 2nd, or 3rd) _____

4. Drawing on your experience in working with the Author/Title Catalog to locate these 3 titles, what have you learned about the filing rule that explains how the library deals with abbreviations?

_____

_____

_____

B. The Subject Catalog: This catalog is organized by subject headings. Books on a certain subject will be found under the heading for that subject. When you look for books on a topic, you must choose a subject heading that fits the topic, and one that is used in the catalog as well. Often you will choose a heading that is not used in the catalog, and your problem will be to find out how the subject is listed. You should try to think of other ways your topic could be listed and check the catalog under them. Sometimes the catalog will help you find the right heading by supplying a SEE card that tells you what you should look under. On the counter near the Subject Catalog you will also find the Library of Congress Subject Headings volumes. This is a dictionary of all the terms used in the Subject Catalog. It will also help you by giving you additional SEE references.

Practice choosing correct subject headings by answering the questions below:

1. What subject heading should you look under to find books about soul food cooking?

   Subject heading: _____

2. What must you look under to find books on parapsychology (the study of such things as extrasensory perception, trances, etc.)?

   Subject heading: _____

3. What should you look under to find books about endangered species (animal groups whose existence is in danger)?

   Subject heading: _____

4. What should you look under to find books about consumer complaints?

   a. Subject heading: _____

   Now look through the catalog cards for books on this subject and select one of the titles published more recently than 1974. Use the catalog card to provide the information below:

   b. Author: _____

   c. Title: _____

   d. Year published: _____

   e. Call number: _____

   f. Location (library level 1st, 2nd, or 3rd): _____

   NOTE: "Ref." above a call number indicates the book is shelved in the Reference Room.

WORKSHEET UNIT III: THE CARD CATALOG: MORE DETAILS - ANSWER SHEET

Variation 1

A. 1. Adelaide Bry
2. 1960
3. a. QC174.5.R65
b. 3rd
4. Numbers are filed as though they were written out as words

B. 1. MOVING-PICTURES (see reference from MOVIES in subject catalog; also in LCSH)

2. NEAR EAST (see reference from MIDDLE EAST in subject catalog; also in LCSH)

3. ALCOHOL AND YOUTH (see reference in LCSH from DRINKING AND YOUTH; no see reference in subject catalog)

4. a. HOUSE BUYING (see reference in LCSH from HOME BUYING; no see reference in subject catalog)
b. Rita Tatum
c. The Alternative House
d. 1978
e. NA7120.T3
f. 2nd

Variation 2

A. 1. Robert C. Atkins
2. 1970
3. a. TR660.64
b. 3rd
4. Abbreviations are filed as though they were written out as words.

B. 1. COOKERY, AFRO-AMERICAN (see reference from SOUL FOOD COOKERY in subject catalog; also in 1974-76 LCSH supplement)

2. PSYCHICAL RESEARCH (see reference from PARAPSYCHOLOGY in subject catalog; also in LCSH)

3. RARE ANIMALS (see reference from ENDANGERED SPECIES in LCSH; not in subject catalog)

4. a. COMPLAINTS (RETAIL TRADE) (see reference from CONUMSER COMPLAINTS in LCSH; not in subject catalog)
b. Joseph Rosenbloom
c. Consumer Protection Guide 1977
d. 1976
e. Ref.HC110.C63.R67
f. 2nd

OR

a. COMPLAINTS (RETAIL TRADE)
b. John Dorfman
c. A Consumer's Arsenal
d. 1976
e. HF5415.5.D66
f. 2nd

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WORKSHEET UNIT IV: REFERENCE SOURCES

With this Worksheet, you will be exploring various kinds of Reference sources. You will also be given specific information problems, and will decide whether it is best to use Reference sources or the card catalogs to solve them.

A. Reference Sources

Look over the Reference sources on the Worktable. Represented are an almanac, a subject encyclopedia, a subject dictionary, and a periodical index. Examine each and answer the following questions:

1. Which of these sources will give you many facts and figures about United States Presidential elections?

   a. Title of source: _____

   b. Pages for this information: _____

2. If you were writing a paper on the "Family", you might start by getting some background information on what a family is, how families developed, what they are like in other countries, etc. Which source will give you a short introduction to the subject of "Family"?

   a. Title of source: _____

   b. Pages for this information: _____

3. In your economics class the professor may use many words and terms that are unfamiliar to you. Economics 101, for example, introduces the ideas behind micro- and macro-economics. Which source will give you a brief definition and explanation of what "microeconomics" means?

   a. Title of source: _____

   b. Page for this information: _____

4. Magazine and journal articles often give you more up-to-date information than you can find in books. Suppose you wanted to find recent magazine articles on the subject of "Violence in Television". Which source would identify those articles and tell you in which magazines they can be found?

   a. Title of source: _____

   b. Page for this information: _____

5. Review the questions on page 1, and the four Reference sources you used to answer them. Judging from these questions and your examination of these Reference books, explain the following in your own words:

a. With what kinds of questions should a person go to the Reference Room to use a Reference book?

_____

_____

_____

b. What makes a Reference book different from the other books in the library?

_____

_____

_____

B. Analyzing Information Problems

This exercise will have you analyze information problems and then decide how best to proceed to solve these problems.

1. PROBLEM: Where could you find an in-depth study of the problems of children of divorced parents?

For locating the answer, would you (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

2. PROBLEM: Your professor in your economics class has used the term "Eurodollar" in a lecture. What is the definition of this term?

For locating the answer, would you (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

3. PROBLEM: You're writing a paper for your "World Since 1960" History course on U.S. involvement in the Vietnam War. Where could you locate a number of fairly extensive treatments of the history of that war?

For locating the answer, would you (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

4. PROBLEM: What would be the best way to locate several magazine articles on the abortion controversy in the United States? (check one):

a. Look at magazines in the periodical room ___
b. Check the Subject Catalog under "Abortion" ___
c. Work with indexing tools in the Reference Room ___

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WORKSHEET UNIT IV: REFERENCE SOURCES

With this Worksheet, you will be exploring various kinds of Reference sources. You will also be given specific information problems, and will decide whether it is best to use Reference sources or the card catalogs to solve them.

A. Reference Sources

Look over the Reference sources on the Worktable. Represented are an almanac, a subject encyclopedia, a subject dictionary, and a periodical index. Examine each and answer the following questions:

1. Which of these sources will give you details about the records set at the Olympic Games over the years?

   a. Title of source: _____

   b. Pages for this information: _____

2. If you were writing a paper about "Solid-Waste Disposal," you might start by getting some background information on types of solid wastes, techniques used to manage them, etc. Which source will give you an introduction to the subject of "Solid-Waste Disposal?"

   a. Title of source: _____

   b. Pages for this information: _____

3. In your sociology class, the professor may use many words and terms that are at first unfamiliar to you. Sociology 101, for example, introduces the distinction between a sanction and a punishment. Which source will give you a brief definition of what "sanction" means?

   a. Title of source: _____

   b. Page for this information: _____

4. Magazine and journal articles often give you more up-to-date information than you can find in books. Suppose you wanted to find fairly recent magazine articles on the subject of "Rock Music." Which source would identify those articles and tell you in which magazines they can be found?

   a. Title of source: _____

   b. Page for this informatinn: _____

5. Review the questions on page 1, and the four Reference sources you used to answer them. Judging from these questions and your examination of these Reference books, explain the following in your own words:

a. With what kinds of questions should a person go to the Reference Room to use a Reference book?

_____

_____

_____

b. What makes a Reference book different from the other books in the library?

_____

_____

_____

B. Analyzing Information Problems

This exercise will have you analyze information problems and then decide how to best proceed to solve these problems.

1. PROBLEM: You're about to write a paper on the changing roles of men and women in modern society. You need some brief, introductory background material on the idea of social roles. Where is the best place to find this information?

For locating the answer, you would (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

2. PROBLEM: Where would you find some extensive studies of the problems of handicapped children?

For locating the answer, you would (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

3. PROBLEM: You've made a bet with a friend that the Amazon is the longest river in the world. Your friend says it's the Nile. Which one of you is right?

For locating the answer, you would (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

4. PROBLEM: What would be the <u>best</u> way to locate several magazine articles about the U.S. Presidential primaries of the last several months?

a. Look at magazines in the periodicals room _____
b. Work with indexing tools in the Reference Room ____
c. Check the Subject Catalog under "Primaries." _____

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WORKSHEET UNIT IV: REFERENCE SOURCES

With this Worksheet, you will be exploring various kinds of Reference sources. You will also be given specific information problems, and will decide whether it is best to use Reference sources or the card catalogs to solve them.

A. Reference Sources

Look over the Reference sources on the Worktable. Represented are an almanac, a subject encyclopedia, a subject dictionary, and a periodical index. Examine each and answer the following questions:

1. If you were writing a paper about "The Nixon Doctrine," you might start by getting some background information on what the doctrine was about, and how it has been assessed by critics and supporters. Which source will give you an introduction to the subject of "The Nixon Doctrine?"

   a. Title of source: _____

   b. Pages for this information: _____

2. Which of these sources will list major disasters that occurred around the world in 1979?

   a. Title of source: _____

   b. Page for this information: _____

3. In your psychology class, the professor may use many words and terms that are unfamiliar to you at first. Psychology 101, for example, introduces the distinction between illusion and delusion. Which source will give you a brief definition of what "illusion" means?

   a. Title of source: _____

   b. Page for this information: _____

4. Magazine and journal articles often give you more up-to-date information than you could find in books. Suppose you wanted some fairly recent magazine articles on the subject of "Capital Punishment." Which source would identify those articles and tell you in which magazines they can be found?

   a. Title of source: _____

   b. Page for this information: _____

5. Review the questions on page 1, and the four Reference sources you used to answer them. Judging from these questions and your examination of these Reference books, explain the following in your own words:

a. With what kinds of questions should a person go to the Reference Room to use a Reference book?

_____

_____

_____

b. What makes a Reference book different from the other books in the library?

_____

_____

_____

B. Analyzing Information Problems:

This exercise will have you analyze information problems and then decide how best to proceed to solve these problems.

1. PROBLEM: For your introductory sociology course, you have to research the issue of how leaders use their status and role in a group to be persuasive over group members. Where would you find definitions of the concepts "role" and "status?"

For locating the answer, you would (check one):

a. Use the Card Catalog ___
b. Use a Reference source ___.

2. PROBLEM: You've gotten interested in what children's art works may reflect about their personalities. Where could you locate several fairly extensive studies of this topic?

For locating the answer, you would (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

3. PROBLEM: You've been trying to remember when it was that men first landed on the moon. Where could you look up the date?

For locating the answer, you would (check one):

a. Use the Card Catalogs ___
b. Use a Reference source ___

4. PROBLEM: What would be the best way to locate several magazine articles on the social aspects of T.V. broadcasting? (check one):

a. Work with indexing tools in the Reference Room ___
b. Check the Subject Catalog under "TELEVISION BROADCASTING" ___
c. Look at magazines in the periodical room ___

WORKSHEET UNIT IV: REFERENCE SOURCES: ANSWER SHEET

Variation 1

A. Reference Sources
1. a. Information Please Almanac 1980
   b. 603-615 (see index: Elections)

2. a. Encyclopedia of Anthropology (Ref.GN11.E52)
   b. 164-166

3. a. Dictionary of Business and Economics (Ref.HB61.A53)
   b. 265

4. a. Readers' Guide 1978-79, vol. 38
   b. 1459

B. Analyzing Information Problems
1. a
2. b
3. a
4. c

Variation 2

A. Reference Sources
1. a. World Almanac and Book of Facts 1980
   b. 818-823 (see index: Olympic Games)

2. a. McGraw-Hill Encyclopedia of Environmental Science (Ref.QH540.5.M3)
   b. 573-581

3. a. A Modern Dictionary of Sociology (Ref.HM17.T5)
   b. 365-366

4. a. Readers' Guide, 1977-78, vol. 37
   b. 950

B. Analyzing Information Problems
1. b
2. a
3. b
4. b

Variation 3

A. Reference Sources
1. a. Encyclopedia of American Foreign Policy, vol. 2 (Ref.JX1407.E53)
   b. 688-691

2. a. Hammond Almanac 1980
   b. 909

3. a. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (Ref.BF31.E58)
   b. 251

4. a. Readers' Guide 1976-77, vol. 36
   b. 198

B. Analyzing Information Problems
1. b
2. a
3. b
4. a

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WORKSHEET UNIT V: REVIEW EXERCISE

This Review Exercise will have you search for materials on a topic. As you do so, you will put together some of the ideas and skills you've learned in this course.

Follow the directions outlined for each step, and answer the questions. When you are asked to find something, locate that material and bring it back to the classroom.

The exercise should take you about 20 minutes to complete.

I. LOCATING BOOKS

Objective: To find and bring back to the classroom a book about kung-fu for women.

A. Which card catalog is the best one to use to find books about kung-fo? (check one)

1. _____Author/Title Catalog
2. _____Subject Catalog

B. Under what subject heading are books on kung-fu listed?

_____

C. What is the call number of the book you've located on kung-fu for women?

_____

D. On what level of the library is this book located (1st, 2nd, or 3d): _____

E. Find the book and bring it back to the classroom.

II. THINKING ABOUT HOW TO FIND ADDITIONAL INFORMATION

Objective: To decide whether you should use the Card Catalogs or whether you should use Reference books to locate the additional information asked for.

A. You'd like to check on a specific rule about karate matches: how a referee halts a match. To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

B. You've become interested in the connection between the fighting arts and the historical development of the Japanese national character. To locate an extended discussion of this topic you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

III. FINDING PERIODICAL ARTICLES

Objective: To locate a periodical article in the library on karate given information about it found in an indexing tool.

Suppose you used Readers'Guide to locate an article on karate and found the following information:

Kung phooey. D. K. Mano Nat R 32:546-7
My 2 '80

(note: "Nat R" is an abbreviation for the periodical National Review)

A. On what level of the library would you look for issues of National Review (1st, 2nd, 3d)? _____

B. Find the issue of National Review with this article on karate in it and bring it back to the classroom.

1

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NAME _____ SECTION _____

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WORKSHEET UNIT V: REVIEW EXERCISE

This Review Exercise will have you search for materials on a topic. As you do so, you will put together some of the ideas and skills you've learned in this course.

Follow the directions outlined for each step, and answer the questions. When you are asked to find something, locate that material and bring it back to the classroom.

The exercise should take about 20 minutes to complete.

I. LOCATING BOOKS

Objective: To find and bring back to the classrom the publication titled The Role of Law Enforcement in the Prevention and Treatment of Child Abuse and Neglect.

A. Which card catalog is the best one to use to find this publication? (Check one)

1. _____ Author/Title Catalog
2. _____ Subject Catalog

B. In what area of the library is this publication located?

_____

C. What is the complete location information you will need in order to find this publication?

_____

D. Find this publication and bring it back to the classroom.

II. THINKING ABOUT HOW TO FIND ADDITIONAL INFORMATION

Objective: To decide whether you should use the Card Catalogs or whether you should use Reference books to locate the additional information asked for.

A. You'd like to find an historical treatment of the problem of family violence and its effects on middle-class children in America. To locate this kind of information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

B. In writing your paper on child abuse for your sociology class, you think it would be helpful to read a brief definition of what sociologists consider child abuse to be. To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

III. FINDING PERIODICAL ARTICLES

Objective: To locate a periodical article in the library on child abuse given information about it found in an indexing tool.

Suppose you used Readers' Guide to locate an article on child abuse and found the following information:

> Fostering the battered and abused child. E. J. McFadden. Child Today 9:13-15+ Mr/Ap '80
>
> (note: "Child Today" is an abbreviation for the periodical Children Today)

A. On what level of the library would you look for issues of Children Today (1st, 2d, 3d)? _____

B. Find the issue of Children Today with this article on abused children in it and bring it back to the classroom.

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NAME _____ SECTION _____

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Follow the directions outlined for each step, and answer the questions. When you are asked to find something, locate that material and bring it back to the classroom.

The exercise should take you about 20 minutes to complete.

I. LOCATING BOOKS

Objective: To find and bring back to the classroom the book titled 90 Minutes at Entebbe.

A. Which card catalog is the best one to use to find this book? (check one)

1. _____Author/Title Catalog
2. _____Subject Catalog

B. What is the call number of this book?

_____

C. When was this book published? _____

D. On what level of the library is this book located (1st, 2d, or 3d)? _____

E. Find the book and bring it back to the classroom.

II. THINKING ABOUT HOW TO FIND ADDITIONAL INFORMATION

Objective: To decide whether you should use the Card Catalogs or whether you should use Reference books to locate the additional information asked for.

A. For a paper you're writing on terrorism, you want to find a list of the major skyjackings that have taken place worldwide since 1975. To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

B. You'd like to find an extensive treatment of the subject of terrorism as a tool that has been used by various groups to accomplish political ends. To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

III. FINDING PERIODICAL ARTICLES

Objective: To locate a periodical article in the library on terrorism given information about it found in an indexing tool.

Suppose you used an index to periodicals to locate an article on terrorism and found the following information:

> The polls: terrorism and hijacking. C. de Boer Public Opinion Q 43:410-18 Fall '79
>
> (note: "Public Opinion Q" is an abbreviation for the periodical Public Opinion Quarterly)

A. On what level of the library would you look for issues of Public Opinion Quarterly (1st, 2d, or 3d)? _____

B. Find the issue of Public Opinion Quarterly with this article on terrorism in it and bring it back to the classroom.

3

FEINBERG LIBRARY/PSUC EOP SUMMER COURSE

NAME _____ SECTION _____

INSTRUCTOR _____

WORKSHEET UNIT V: REVIEW EXERCISE

This Review Exercise will have you search for materials on a topic. As you do so, you will put together some of the ideas and skills you've learned in this course.

Follow the directions outlined for each step, and answer the questions. When you are asked to find something, locate that material and bring it back to the classroom.

The exercise should take you about 20 minutes to complete.

I. LOCATING BOOKS

Objective: To find and bring back to the classroom the book titled 555 Families: A Social-Psychological Study of Young Families in Transition.

A. Which card catalog is the best one to use to find this book? (check one)

1. _____Author/Title Catalog
2. _____Subject Catalog

B. What is the call number of this book? _____

C. In what year was this book published? _____

D. On what level of the library is this book located (1st, 2d, or 3d)? _____

E. Find the book and bring it back to the classroom.

II. THINKING ABOUT HOW TO FIND ADDITIONAL INFORMATION

Objective: To decide whether you should use the Card Catalogs or whether you should use Reference books to locate the additional information asked for.

A. You'd like to read an extensive analysis of unstable families in rural settings, to contrast with your book 555 Families, which is about families in urban settings. To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

B. From your reading about contemporary family life you realize that you'd like to have a brief discussion of the concept "nuclear family." To locate this information you would (check one):

1. _____Use a Reference source
2. _____Use the Card Catalogs

III. FINDING PERIODICAL ARTICLES

Objective: To locate a periodical article in the library on the contemporary family given information about it found in an indexing tool.

Suppose you used an index to periodicals to locate an article on the contemporary family and found the following information:

> Trends in marriage and the family--The 1980's. David Knox Fam Relations 29:145-150 Ap '80
>
> (note: "Fam Relations" is an abbreviation for the periodical Family Relations)

A. On what level of the library would you look for issues of Family Relations (1st, 2d, or 3d)? _____

B. Find the issue of Family Relations with this article on the contemporary family in it and bring it back to the classroom.

4

WORKSHEET UNIT V: REVIEW EXERCISE -ANSWER SHEET

Variation 1

I. A. 2
B. KARATE (see reference from KUNG-FU to KARATE; in Subject Card Catalog; also in LCSH)
C. GV1114.3.S95 (Sugano, Jun. Basic karate for women: health and self-defense)
D. 2d
E. Did they find the book? - write "OK" next to E. if they did

II. A. 1
B. 2

III. A. 3d
B. Did they find the periodical article? - write "OK" next to B. if they did

Variation 2

I. A. 1
B. Government Documents
C. Govt. Doc. HE23.1210/4:L41
D. Did they find the document? - write "OK" next to D. if they did

II. A. 2
B. 1

III. A. 3d
B. Did they find the periodical article? - write "OK" next to B. if they did

Variation 3

I. A. 1
B. DS119.7.S69
C. 1976
D. 1st
E. Did they find the book? - write "OK" next to E. if they did

II. A. 1
B. 2

III. A. 3d
B. Did they find the periodical article? - write "OK" next to B. if they did

Variation 4

I. A. 1
B. HQ540.G44
C. 1973
D. 2d
E. Did they find the book? - write "OK" next to E. if they did

II. A. 2
B. 1

III. A. 3d
B. Did they find the periodical article? - write "OK" next to B. if they did

N=19
number of responses in O

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EOP SUMMER COURSE

EVALUATION OF LIBRARY INSTRUCTION

Instructor _____ Section _____

We would like you to evaluate the Library Instruction course you took as part of your EOP program this summer.

Please answer each question to reflect your own point of view. Your honest appraisal of the course will be very much appreciated. Do not put your name on this form; your responses are confidential.

A sheet is attached for additional comments you may have.

SECTION I: Items 1-13

DIRECTIONS: For each question or statement, circle the number that corresponds to your response.

1 The instructor's objectives for the course were made clear

no. of responses
(7) 1 - Strongly agree
(11) 2 - Agree
no. of responses
(1) 3 - Disagree
4 - Strongly disagree

2 There was considerable agreement between the announced objectives of the course and what was actually taught

(6) 1 - Strongly agree
(11) 2 - Agree
(1) 3 - Disagree
4 - Strongly disagree

3 For me, the pace at which the instructor covered the material during the course was

(1) 1 - Very slow
(1) 2 - Somewhat slow
(12) 3 - Just right
(5) 4 - Somewhat fast
5 - Very fast

4 To what extent were the class sessions useful as preparation for doing the Worksheets?

(13) 1 - Very helpful
(6) 2 - Somewhat helpful
3 - Not helpful

5 The instructor seemed to know when students didn't understand the material

(3) 1 - Strongly agree
(13) 2 - Agree
(2) 3 - Disagree
(1) 4 - Strongly disagree

6 The instructor seemed genuinely concerned with students' progress and was actively helpful

(9) 1 - Strongly agree
(10) 2 - Agree
3 - Disagree
4 - Strongly disagree

7 In this class I felt free to ask questions

(11) 1 - Strongly agree
(8) 2 - Agree
3 - Disagree
4 - Strongly disagree

8 The instructor was well-prepared for each class

(16) 1 - Strongly agree
(5) 2 - Agree
(0) 3 - Disagree
4 - Strongly disagree

9 I have put a good deal of effort into this course

(7) 1 - Strongly agree
(11) 2 - Agree
(0) 3 - Disagree
4 - Strongly disagree

10 For me, the worksheets were a good way of learning and practicing the material presented in class.

(16) 1 - Strongly agree
(9) 2 - Agree
3 - Disagree
4 - Strongly disagree

11 For my preparation and ability, the level of difficulty of this course was

(0) 1 - Very elementary
(4) 2 - Somewhat elementary
(11) 3 - About right
(3) 4 - Somewhat difficult
5 - Very difficult

12 The tour of the library given by my instructor was

(13) 1 - Useful
(5) 2 - Somewhat useful
3 - Not useful
(1) 4 - No opinion

13 In my opinion, the instructor has accomplished her objectives for this course

(8) 1 - Strongly agree
(10) 2 - Agree
(0) 3 - Disagree
4 - Strongly disagree

SECTION II: Items 14-21

DIRECTIONS: The objectives of this course are summarized below. For each, circle the number that corresponds to how successful this course was for you in meeting that objective.

14 Objective: Familiarity with the various areas of the library - where different types of material are located

(8) 1 - Very successful
(10) 2 - Somewhat successful
(0) 3 - Somewhat unsuccessful
4 - Unsuccessful

15 Objective: Familiarity with the Library of Congress Classification system as a method of arranging books by broad subject categories in the library

(4) 1 - Very successful
(12) 2 - Somewhat successful
(3) 3 - Somewhat successful
4 - Unsuccessful

16 Objective: Knowledge of the basic differences between the Author/Title Card Catalog and the Subject Card Catalog

(11) 1 - Very successful
(9) 2 - Somewhat successful
3 - Somewhat unsuccessful
4 - Unsuccessful
1 - Non response

17 Objective: Knowledge of how to read a catalog card for basic information about a book and its location in the library

(10) 1 - Very successful
(8) 2 - Somewhat successful
3 - Somewhat unsuccessful
(1) 4 - Unsuccessful

18 Objective: Knowledge of some of the basic filing rules used in the card catalogs

(11) 1 - Very successful
(5) 2 - Somewhat successful
(2) 3 - Somewhat unsuccessful
(1) 4 - Unsuccessful

19 Objective: Knowledge of how to determine a correct subject heading used in the Subject Card Catalog

(3) 1 - Very successful
(12) 2 - Somewhat successful
(0) 3 - Somewhat unsuccessful
(0) 4 - Unsuccessful

20 Objective: Familiarity with some basic Reference sources used to answer different types of information questions

(6) 1 - Very successful
(9) 2 - Somewhat successful
(3) 3 - Somewhat unsuccessful
(1) 4 - Unsuccessful

21 Objective: Ability to distinguish between when it is best to use a Reference source and when it is best to use the card catalogs to solve specific information problems

(7) 1 - Very successful
(8) 2 - Somewhat successful
(3) 3 - Somewhat unsuccessful
(1) 4 - Unsuccessful

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Instructor _____ Section _____

Additional Comments?